



Fourteenth Annual Conference

*Latinos in the Heartland:
Shaping the Future:
Leadership for Inclusive Communities*

**CONFERENCE ABSTRACTS
(DRAFT)**

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Discrimination in Small Town America: The Cases of Beardstown and Monmouth, IL
Julia Albarracin, Western Illinois University

This paper is part of a book manuscript about the incorporation of Mexican immigrants in two small towns in Illinois: Beardstown and Monmouth (forthcoming, Michigan State University Press). Based on 260 surveys and 47 in-depth interviews, it analyzes the perception of acceptance by the local population, perception of existence of discrimination in the US, and experiences with discrimination in Beardstown and Monmouth, Illinois. Although the two towns under study share similarities, they also have differences. For example, Beardstown was a sundown town and race relations between Anglos and Hispanics became tense after a Latino killed an Anglo at a predominantly Latino bar and this bar was burned two days later. Monmouth, in contrast, lacks such history. Findings indicated that immigrants in Beardstown felt less accepted by Anglos, perceived discrimination in the US was a larger problem, and reported more instances of discrimination than immigrants in Monmouth. However, discrimination seemed widespread in both towns and interviewees reported being discriminated against at workplaces, schools, restaurants, and stores, and in interactions with the police, health care providers, and the general population. This paper describes and analyzes these instances of discrimination and presents some concluding remarks.

A Model for Latina Domestic Violence in New Gateways
Maria Belen Alcivar, Leah Kinnaird, and Janet N. Melby, Iowa State University

'Why doesn't she leave?' This victim-blaming question is often asked when discussing domestic violence in general. It is commonly believed that leaving an abusive relationship is easy, safe, and a one-time event. The reality is that abusive domestic relationships frequently involve the use of power and control. Thus, it is not easy for the victim to just get up and go. Staying with the perpetrator might be the safest option at that particular time, and leaving is a process, not just a single event. For many Latina immigrant victims of domestic violence in new gateways, this process is even harder because of income, language, immigration status and knowledge of rights, anti-immigrant environment, limited informal and formal networks, familismo, and culturally defined gender roles. New gateways are defined here as new settlement geography for immigrant Latino communities.

According to the State Data Center of Iowa, as of 2014 the population in Iowa is around 3.1 million, with approximately 168,806 Latino/as. As the growth of the Latino population continues and expands into rural areas in the Midwest, human service agencies must prepare and adapt to the demographic change. Within this context, it is important to learn the multiple barriers that affect Latina immigrant women victims of domestic abuse. Currently, the Power and Control Wheel (developed by the Domestic Abuse Intervention Project (DAIP) of Duluth, Minnesota) is generally utilized by social service agencies when dealing with domestic violence. The Duluth Model, although very helpful, was developed for the general US population and includes solely tactics used by perpetrators to obtain and maintain power and control over a victim. However, the model fails to include structural systems and cultural values which impact Latina women victims of violence in new gateways. In order to more fully understand the powerful influences on Latina victims of domestic abuse, socio-structural and sociocultural factors must be included. I propose a new model (or tool) that incorporates cultural and structural aspects that affect Latina immigrant victims, in particular those settling into new gateways. The Latina DV New Gateway model includes structural and cultural aspects that are important to understand in order to assess and intervene in domestic abuse situations properly. The process for creating this model is focusing on analyzing research from non-traditional Latino gateways. The goal is to not only create awareness about the importance of Latina cultural competency in the social service field, but also to provide a culturally relevant tool to equip service providers who work with new gateway domestic violence victims and/or perpetrators.

De eso no se habla: Addressing Sexual Violence in the Latino Community through Partnerships with Community Leaders

María Eugenia Alcocer, Metropolitan Organization to Counter Sexual Assault (MOCSA)

Sexual violence in the Latino community is underreported and seldom talked about. Studies on sexual violence in the Latino community show that one out of six Latinas will report sexual victimization in their lifetime (Cuevas & Sabina, 2010). These studies also show that Latinas are less likely to report victimization and seek services through their local sexual assault programs (Tjaden & Thoennes, 2000). Factors such as level of acculturation, cultural norms, social isolation, language barriers, and fear of deportation discourage many Latinas from reporting sexual violence and accessing services. Latinas who do seek services are more likely to seek services through their medical provider as well as clergy. They are also more likely to seek help and support from friends, family, and trusted community leaders. It is critical that outreach practices for Latina survivors are tailored to meet their unique needs and cultural practices. Mainstream outreach practices for survivors of sexual violence often fail to address the bilingual and bicultural needs of Latino survivors of sexual violence. The lack of bilingual services as well as a limited understanding of how family dynamics, gender roles, and acculturation impacts Latinas makes it difficult for Latinas to connect with much needed services.

In an effort to better serve the Latino community, MOCSA has developed an outreach strategy that focuses on reframing the conversation about sexual violence as a criminal justice issue to a matter of physical and emotional health as well as creating partnerships with Latino community leaders to provide awareness and prevention education on the issue of sexual violence to the community. Because sexual violence is so underreported, reframing the conversation to a matter of health creates an opportunity for victims to connect with MOCSA services regardless of whether or not the assault is reported. Also, by connecting with community leaders, MOCSA is able to create a gateway for much needed services through community agencies Latinos in the community know and trust.

The focus of this workshop is to discuss the importance of partnering with community leaders, faith communities, and promotoras de salud to develop culturally appropriate outreach methods that will increase community awareness of sexual violence and encourage survivors to seek crisis intervention and mental health services. Participants will be able create an action plan to implement outreach methods in their community that are culturally competent and include local community leaders.

References

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Montgomery County, Maryland. Welcoming Immigrants, One Person at a Time!

Paola Bichara, Montgomery College

It is fascinating having the opportunity to talk to people of more than ten nationalities throughout the day, *every day*. But this should not surprise me, because Montgomery County is one of the most diverse counties in the United States, the country with the highest influx of immigration in the world.

I have the opportunity to be in a unique space and placed to witness firsthand what people with different cultural backgrounds and amazing potential could end up doing. I work for Montgomery College, one of most ethnically and culturally diverse academic institutions in the nation, with students from over 170 countries enrolled. On top of that, the college decided a year ago that the level of inclusion was not enough and decided to improve its presence in the surrounding community almost a year ago.

Recently, our community engagement office has decided to set up inside a public library, inside one of the most inclusive organizations in the county, the Gilchrist Center for Cultural Diversity.

The Gilchrist Center for Cultural Diversity's mission is to be the Montgomery County government's welcome center where the county's diverse population can be connected to public and private services, volunteering, civic engagement, cross cultural activities, and economic empowerment. In short, I am in a multicultural county, working for a multicultural college in a multicultural and inclusive local government institution in a public library (surrounded by a community below poverty level). I cannot wait to share this amazing experience I am living as an immigrant myself and as a young professional witnessing demographic change.

The Mediation Role of Prosocial Behavior on the Relations Between Deviant Affiliation and Academic Outcomes in Latino Adolescents

Ruth Cardenas, Gustavo Carlo, and Alexandra Davis, University of Missouri-Columbia

Latino adolescents are falling behind their African American and European American counterparts, with a high school completion rate of 63% (Kerr et al., 2003). It is important to identify factors that predict greater academic efficacy for Latino youth. There is growing interest in prosocial behavior and deviant peer affiliation as factors that shape academic efficacy and academic achievement. For example, in general prosocial behavior (i.e., actions intended to benefit others) has been identified as a predictor of academic efficacy and academic achievement among adolescents (Calderón-Tena, Knight, & Carlo, 2011). However, most research on prosocial behavior, academic efficacy and academic achievement has not focused on Latinos (Schwartz et al., 2007). Therefore, the generalizability of such findings to Latinos is unclear. Adolescents who associate with deviant peers are less likely to be prosocial and engaged in school and also begin to devalue education (Wang & Dishion, 2012). The predictive effects of affiliation with deviant peers and prosocial behaviors on adolescents' academic efficacy and academic achievement have been studied individually, but research on the interplay of these factors is lacking.

Participants in this study were 282 Midwestern Latinos, ages 14-18 years adolescents ($M= 15.53$; 47% female; 79% Mexican American). Adolescents reported on affiliation with deviant peers via items from a peer affiliation measure (Dishion, Patterson, Stoolmiller, & Skinner, 1991); prosocial behaviors via compliance, dire, and emotional items from the Prosocial Tendencies Measure (PTM; Carlo et al., 2003); and GPAs. Academic efficacy was a composite score of their perception of math efficacy and reading efficacy and adolescents.

We know that from preliminary analysis, we had significant relations between deviant peer affiliations, prosocial behavior, and academic outcomes. Further analysis will be conducted to examine the mediational effects of prosocial behaviors on the relations between deviant peer relations and both academic achievement and academic efficacy. Moreover, we will examine the main and interactive effects of gender, maternal education, and nativity (US born versus non-US born).

Prosocial/Positive Youth Development and Latinos in the Midwest

Gustavo Carlo, University of Missouri

Marcella Raffaelli and Ricardo Diaz, University of Illinois

John-Paul Chaisson-Cárdenas, Iowa State University

Purpose: While research in this field is beginning to include Latino youth data subsets, the increasing Latino populations in rural and metro areas are already facing various challenges on how to integrate Latinos into their communities. This session will mingle those that work on the research and practice of positive youth development among new populations to Extension, especially Latino families.

Format: two researchers and two practitioners present up to 10 minutes each for a total of 40 minutes. Researchers will address prosocial development and Latinos in the Midwest, what we know. Practitioners will address their experiences with Latino families in the Midwest, what we've learned. Following presentations, the presenters and audience will engage in a facilitated discussion on the topic of Latinos and positive youth development, what needs to be done to better integrate Latino youth into our communities

Community Ambassadors: Creating Inclusive Community with Vietnamese, East African, and Latino Immigrant Populations in Northeast Kansas City

Daniel Cash, University of Missouri Extension

Using community development/community organizing best practices (based on 25+ years' experience in Latin America, Caribbean, and North America), Community Ambassadors focus on affinity (culture and language) groups to build trust and internal capacity, thereby developing the will and competency to fully participate in identifying shared issues and removing barriers to improving quality of life within the broader Northeast Kansas City community. The Northeast Kansas City Chamber of Commerce's Community Improvement District requires cooperation and collaboration among the diverse business operators, landlords, and residents within the defined corridor to be successful at addressing commonly held safety, aesthetic, infrastructure, and marketing concerns.

Extension's Community Development Program trained and supports three Community Ambassadors (selected from the identified affinity groups) in the skills necessary to be successful organizers, facilitators, and managers of the development process. Each Community Ambassador is assigned to work with his/her affinity group and speaks the languages and self-identifies with the group's cultural norms. Weekly debriefs with Community Ambassadors are used to review the week's progress and identify additional training needs. Use of an 'off the shelf', GPS-enabled hours tracker app for smart phones allows tracking engagement time with community members and helps frame the weekly debrief sessions with Community Ambassadors. First objectives include developing trust-based relationships, increasing critical thinking skills, enhancing participatory management capacity, and identifying and accomplishing projects, programs, and initiatives that improve collective quality of life for affinity group members. Second objectives include reaching beyond affinity group boundaries to cooperate and collaborate with other affinity groups to identify commonly held issues and accomplish collaborative projects, programs, and initiatives. Ultimately, members of the immigrant communities break down barriers to full participation, and in doing so help create a vibrant healthy community.

Collaborative Model for Access, Retention & Academic Success for Greater Kansas City's Latina/o Students

Marjorie Datwyler, Miguel Carranza, Alejandra Perez-Estrada, Elizabeth Duarte-Rios, and Jessica Rodas, University of Missouri-Kansas City

Developing pipelines to create access, providing multi-faceted systems of support to ensure retention, and creating high-impact learning opportunities to advance students into graduate programs and/or highly competitive career positions are all critical elements for Latino/Latina student success in higher education. Universities must expand collaborations internally bringing together departments of admissions, student affairs, diversity and inclusion with academic departments such as Latina/Latino Studies to attract and support Latina/o students. Colleges must develop strong collaborations externally with local school systems and work with Latina/o youth at all levels, K-12, to demonstrate that education beyond high school is a desirable and viable option. Universities must also expand collaborations with local community colleges to ensure the efficient and successful transitions of students into baccalaureate

programs. Whenever possible, parents and families need to be informed, engaged and further empowered to provide inspiration and support to their students in pursuing education through and beyond high school.

The University of Missouri-Kansas City has developed and is expanding a collaborative model that engages campus departments, families, and community partners in programming to ensure access, retention, and success of Latina/o students. The Avanzando Program, a partnership between the Division of Diversity & Inclusion and the Greater Kansas City Hispanic Development Fund, provides HDF scholarship recipients with academic support, mentoring, and enhanced access to campus and community resources. Avanzando partners with UMKC's Latina/Latino Studies (LLS) Program which provides culturally relevant academic coursework, independent study, and research opportunities. Latina/Latino students, with faculty sponsorship, conduct undergraduate research projects in the academic year through UMKC's Students Engaged in Artistic and Academic Research (SEARCH) and in the summer through our Summer Undergraduate Research Opportunity (SUROP) programs. LLS engages students and families with outreach efforts on campus and in the community, including the Alta Vista Charter School and others. Other campus service entities such as Career Services, Multicultural Student Affairs, Library Services, and Counseling, Health and Testing Services partner with Avanzando and LLS in retention, support, and completion efforts. A panel presentation of key campus and community collaborators including students and mentors will discuss factors contributing to an over 90% retention rate of Avanzando Scholars in the program's first three years.

4-H Programming for Latino Youth - A Collaboration

Organized by Ricardo Diaz, University of Illinois Extension

Lisa Diaz, University of Illinois Extension

John-Paul Chaisson-Cárdenas, Iowa State University

And other invited speakers

This session will be the launch of a collaborative to more efficiently develop materials that best serve Latino youth.

Culturally Responsive Program: The Transition from Mono-Cultural to Multi-Cultural 4-H Clubs

Claudia P. Diaz Carrasco, University of California Cooperative Extension

Over 60% of school-aged youth in Riverside and San Bernardino Counties are Hispanic/Latino, with approximately 20% English language learners. Challenges for youth in this region are not limited to English proficiency, which may affect their ability to complete high school. Over 60% of the students are eligible for free and reduced lunch, more than 15% are living in households headed by single mothers, and one of every two Latino females born in year 2000 are projected to develop diabetes by 2025, due to the lack of physical activity and nutrition habits (Regents of the University of California, 2009).

4-H Clubs provide a space for positive and sustained relationships between youth and adults, as 4-H volunteers and teen leaders conduct activities that allow youth to build important life skills. According to a national longitudinal study, 4-H youths are 2.1 times more likely to report high school engagement, and 2.0 times more likely to report healthier living (Lerner & Lerner, 2013). However, in Riverside and San Bernardino Counties, Latino's only represent about 17% of the 4-H Club program (16.2% RIV, 17.2 % SB) and adult volunteers below 10% in both counties (4.9% RIV, 8.0 % SB).

The University of California 4-H Youth Development mission is to engage youth in reaching their fullest potential while advancing the field of youth development. To support this mission in 2014, the University decided, through a multi-county partnership, to support the development, implementation, evaluation, and expansion of local 4-H programming with a special focus on Latino, low-income youth and families, and/or other underserved populations in Riverside and San Bernardino Counties. To lead these efforts, a new 4-H Youth Development Advisor was hired. The new advisor provides academic

leadership to 4-H program staff and volunteers and through conducting applied research and collaborating with internal and external stakeholders. The advisor is working on strengthening local programming and on identifying effective practices to engage Latinos in 4-H.

In order to support programming, a comprehensive assessment will take place in both counties, including governmental agencies, faith-based organizations, industry groups, schools, youth services, community-based organizations, and ethnic/cultural networks. The ultimate goal is to develop culturally responsible 4-H programs for Latinos. In this session the newly hired advisor will discuss the specific goals of the program and the benefits of 'having a multicultural 4-H club' for Latino or other underrepresented populations, as well as the benefits to majorities who are now learning in an inclusive environment, which may be critical for their performance in a globalized world, helping to reduce social disparities and inequalities.

Children of Immigrants, Legal Status, and Everyday Civic Work: Lessons for Citizenship Education

Lisa Dorner and Emily Crawford, University of Missouri

Many educators have measured and lamented youth's apparent disengagement from civic and political institutions (Rubin, 2007; Youniss et al., 2002). While measuring civic development and the results of related educational efforts are important, such studies often miss examining what youth already do for their communities. Youth volunteering, activism, and service are important parts of civic engagement that can shape later, civic-minded contributions or plans (Getrich, 2008; Youniss et al., 2002). Framed by research on the 'work kids do' (Orellana, 2001), this project explored what we call 'civic work' through a study of the everyday and often invisible contributions of children from immigrant families. We aim to broaden and better conceptualize youths' actual civic education by examining the everyday nature of their civic experiences. Analyses also expose the inequities faced by some who desire to serve, but cannot, given such circumstances as their legal status. In other words, we examine immigrant youths' civic work as well as what happens when their desires to act turn into 'dreams deferred' (Hughes, 1951).

This longitudinal qualitative project asked three questions: What is the civic work of language brokers as they reach adolescence and young adulthood? How does such work relate to the development of purpose? How and when do young adults from immigrant families have opportunities to enact a civic purpose? We argue that this focus on immigrant youth and civic development is particularly timely. With about 13 percent of its population from other countries, the US had the largest share of foreign-born residents in the world at the turn of the 21st century (Inkpen, 2014). Moreover, Latinos made up approximately 17% of the population at the time of the study, and there were an estimated 12.4 million students of Latino/Hispanic background in US elementary and secondary schools, a number which is estimated to easily surpass non-Latino White students by 2050 (García Bedolla, 2012). As of 2008, about 1.5 million of immigrant youth were undocumented (Passel & Cohn, 2008). Given such increased movement and settlement of young people, civic education and experiences are ever more critical to ensure a well-developed and inclusive functioning democracy (Youniss et al., 2002).

The data analyzed here comes from a study with 10 adolescents and young adults from Mexican immigrant families who started participating in a longitudinal research project about language brokering in 2000. Data collection included ethnographic field notes, a survey, journal entries, transcribed interviews and recorded brokering events from 2000-2003; follow-up interviews from 2005; and semi-structured narrative interviews, archived email messages, and two focus group meetings from 2009-2010. Analyses followed a grounded theory approach, with the goal to synthesize participants' perceptions about citizenship, language brokering, community engagement, and future plans. Findings will expand two major claims: (1) Language brokering and growing up in an immigrant home created opportunities for developing a civic purpose. (2) While all of the participants engaged in citizenship practices that reflected aspects of an ideal 'competent citizen,' not all youth had the opportunity to pursue the pathways they desired.

Planning Dual Language Schools in Rural and Urban Areas: Promising Practices and Considerations

Lisa Dorner, University of Missouri

Daisy Collins, Missouri State University

Allyson Hile, Kansas City Public Schools

Jana Sawyer, Carthage Public Schools

Across the state of Missouri, interest in developing bilingualism and biliteracy in all students is growing. Dual language (DL) programs that simultaneously instruct children from two language backgrounds (e.g., Spanish-speaking and English-speaking) have been demonstrably successful at developing the academic and linguistic proficiency of 'English Learners' from immigrant families (Collier & Thomas, 2004; Fortune, 2014). Such programs generally have three goals: bilingualism and biliteracy, high academic achievement, and cross-cultural competency (Tedick, Christian, & Fortune, 2011). However, the creation and maintenance of new language programs can be challenging (Dorner, 2011; Howard & Loeb, 1998).

This panel will present the 'story' of two different DL program contexts, as well as a set of 'promising practices' for educators and community activists who want to create such bilingual, educational opportunities in their communities. Special attention will be paid to questions of context: Do promising practices look different in urban versus rural areas, for example, or when the Spanish-speaking population comes from many Latin American countries, versus mostly from one country?

The panel will follow this outline. First, presenters will describe the development of DL education in Kansas City Public Schools. Kansas City is home to the oldest Latino community in the Midwest, originally settled around 1910 (Lazos & Jeanetta, 2002). With such a history, Spanish speakers continue to make Kansas City their home, and over the recent past, the school system has responded with bilingual education options. Second, presenters will describe the more recent settlement and demographic change seen in Carthage, Missouri, where the school district is poised to open a Spanish-English elementary program in the fall of 2015. Third, a community leader from Springfield, Missouri, will describe how DL educators can best reach out to their families and support dual language development. Finally, the panel will conclude by leading a discussion with the audience, to: (1) consider the major successes and obstacles of these different communities, and (2) develop a set of promising practices for DL program development.

Building a Comprehensive Plan for Reaching Minorities through Extension: Avoiding Isolated Approaches

Maria G. (Lupita) Fabregas Janeiro and Jorge H. Atilas, Oklahoma State University

One of the most obvious challenges of the Cooperative Extension Service in the 21st Century is reaching minorities and underserved populations in the United States. Cooperative Extension is a 100 year-old national system and its survival may depend on its ability to reach minority populations. Why? Because by 2050, the US Census's projections show that the non-Hispanic white population in the United States will be less than 53 percent. Ethnicity shifts pose a critical need and challenge for the Extension educators who have the responsibility of engaging and serving the entire population, preparing and delivering educational programs, as well as providing leadership. At the national level, various studies and efforts have been conducted to identify better ways to identify the needs, serve, and/or increase diverse population's participation in Extension programs (North Carolina State University, 2012). However, limited efforts have been documented in developing new skills, knowledge, and abilities in Extension educators, to better reach and serve people from different cultures. Not much is known about adopting culturally-responsible teaching techniques to increase the number and impact of Extension programming in the lives of minorities.

The Oklahoma Cooperative Extension Service (OCES) has created a comprehensive intercultural competencies plan targeting Extension educators. This plan is designed to assist educators in developing

new skills, knowledge, and abilities to better reach and serve people from different cultures. The plan is called Building an Intercultural Competent Community. This plan is a collaboration among partners such as the Division of Agricultural Sciences and Natural Resources, OCES, the College of Human Sciences (including the Associate Dean for Extension and Engagement, District Program Specialists, and the Multicultural and Community Engagement Specialist), and the OSU Office of Institutional Diversity. The plan includes four new and innovative strategies and ten activities for building intercultural competencies using Hammer's (2012) Intercultural Development Continuum, which was developed using Bennett's (1986) Development Model of Intercultural Sensitivity. The four strategies include: 1. Assessment, 2. Coaching, 3. Training, and 4. Intercultural Exchange Programs

The 10 activities include:

1. Needs assessment of intercultural competency training
2. Assessment of intercultural competence
3. Conduct personal interviews and feedback sessions
4. Design and deliver short and long-term training
5. Design and deliver five online modules for training
6. Teach an online class to future extension educators called Intercultural Competence for Extension Educators
7. Design intercultural competence fact sheets
8. Develop educational and awareness documents
9. Conduct intercultural exchange programs
10. Conduct intercultural international experience in Latin America

This is the most critical first step for OCES to become an intercultural competent organization. The next steps must include an active effort to recruit and retain bicultural educators; develop a marketing plan to take the program to underserved minorities; conduct needs assessments with these populations to identify most critical programs and how to adapt them to be culturally relevant.

Multicultural Needs Assessment of Extension Educators - Oklahoma Cooperative

Maria G. (Lupita) Fabregas Janeiro, Joyce Sherrer, and Jorge H. Atilas, Oklahoma State University

Oklahoma State University and the Oklahoma Cooperative Extension Service (OCES) have developed a multicultural and community engagement program to determine intercultural training needs. The results of the needs assessment indicated that OCES personnel are interested in attending intercultural training and developing their own intercultural competence to reach multicultural groups. OCES is designing and delivering intercultural competency trainings, aiming to better engage multicultural and underserved populations in the extension services. The purpose of this presentation is to discuss the need for intercultural training and resources by Extension personnel in the state of Oklahoma and to help design training that will enhance programming efforts for diverse audiences.

The Latino Civic Engagement Collaborative; Utilizing the Hispanic Needs Assessment as an Impetus for Action

John Fierro, Mattie Rhodes Center

Kathryn Fuger, University of Missouri-Kansas City

Carlos Gomez, Hispanic Chamber of Commerce of Greater Kansas City

As the Latino population in Greater Kansas City continues to grow, demands on local organizations to provide services that meet the diverse needs of the community have also increased. It's critical for organizations, elected officials, and civic leaders to work together in this effort to ensure quality services and to effectively engage Latinos in all aspects of the community. To cultivate

communication and collaboration between organizations, leverage resources, and provide holistic service delivery, the Latino Civic Engagement Collaborative (LCEC) was established in 2009 with a seed grant from the Hispanic Development Fund of Greater Kansas City. The LCEC is comprised of CEOs and Executive Directors from Latino serving organizations in Kansas City, Missouri, including Mattie Rhodes Center, Hispanic Chamber of Commerce, Hispanic Economic Development Corporation, LULAC National Education Service Center, Cabot Westside Medical Center, Samuel U. Rodgers Health Center, and Westside Housing Organization. This collaborative is committed to fostering measurable improvements in the quality of life for Latinos and to contributing to the infrastructure of an inclusive community. The LCEC envisions a Latino community that develops an empowered civic voice that will be recognized and appreciated by the broader community of Kansas City.

To support its mission, the LCEC set and achieved two key goals: (1) bringing the annual conference of the National Council of La Raza to Kansas City on July 11-14, 2015, and (2) placing at least 10 local Latinos in leadership positions with Kansas City boards and commissions. Notably, a Latino was appointed as prestigious Park Board President for two continuous terms. The LCEC also established a goal to create and distribute a marketing product that describes the current conditions, assets, and needs of the Greater Kansas City Latino population. They secured over \$70,000 from local private foundations and the KCMO City Manager's office. As a result, LCEC commissioned the 2013 Hispanic Needs Assessment (HNA) project. The HNA was conducted by the University of Missouri-Kansas City Institute for Human Development, which employed a framework based on determinants of health, with particular focus on socioeconomic conditions, access to health care services, availability of quality education, access to housing and other resources for community living, and discrimination.

John Fierro, founding member of LCEC and President/CEO of Mattie Rhodes Center, Carlos Gomez, LCEC Convener and President/CEO of the Hispanic Chamber of Commerce of Greater Kansas City, and Kathryn Fuger, Ph.D., author of the HNA, will serve as presenters. Mr. Fierro and Mr. Gomez will reflect on the action-driven focus of the LCEC, the primary factors behind its success, as well as lessons learned to date. Dr. Fuger will discuss the HNA project, its findings, and the implications for the Latino and non-Latino communities. Together they will highlight how the HNA is designed to inspire further discussion and provoke action toward improved policies, strengthened programs in local neighborhoods and schools, and processes for continued assessment and reflection on emergent conditions for Latinos in Greater Kansas City.

Understanding Community Change: Repeated Case Studies of Hampton, Iowa
Cynthia Fletcher, Iowa State University

This study examines institutional change in a rural Iowa community that has experienced a significant influx of Hispanic workers and their families in the past two decades. The study uses mixed methods, including the examination of Census and other secondary city/county data as well as analysis of a rich set of semi-structured interviews with community key informants in Hampton, Iowa, in an original study in 1997 and a follow-up study conducted in 2012. From 2000 to 2010, Hampton's population grew by 5.8 percent, a rate that exceeded the overall growth rate in Iowa. Much of the growth was driven by Hispanic population gains. Hampton's Hispanic population doubled in this period, increasing from 463 in 2000 to 958 in 2010. About 1 in 5 residents of Hampton and nearly 1 in 3 schoolchildren are of Hispanic descent. The presentation will review the changing demographic and economic profile of this community. Then, drawing from semi-structured interviews with community key informants from 15 organizations in 1997 and 14 community leaders in 2012, the presentation will describe specific ways institutional structures and public issues in this community have changed and how local leaders view this change. The most recent interviews with community key informants identified three broad trends: (1) the increasing number of Hispanic families that live in Hampton year-round (vs. an earlier pattern of migrant labor) and the opportunities and challenges this creates for the community; (2) the loss of many skilled jobs in manufacturing and the growth of low-wage jobs in the agricultural sector; and (3) changes that

have occurred in the public and community-based institutions that serve the needs of low-income families. The voices of these community stakeholders illustrate challenges that growing diversity presents in a community facing a weakened labor market and an otherwise declining population. The interviews offer insights into effective strategies to accept, integrate and help newcomers thrive. The study concludes with questions for the community and scholars working collaboratively to understand and effect positive change.

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Assessing Learning Skills and Knowledge of Latino Farmers and Ranchers in Missouri: An Assessment to Curricula Evaluation

Eleazar U. Gonzalez, Stephen C. Jeanetta, and David J. O'Brien, University of Missouri

While working on the Financial and Community Capacity Building Among Latino Farmers and Ranchers program, Latino producers showed concerns about sustaining their farming and ranching activities. Accordingly, survey materials to evaluate the curricula were developed. They document the producers' learning skills and knowledge in Southwest and Central Missouri. The workshop participants' reactions, as captured by survey responses and in feedback on the curricula, were constrained by different factors that might influence our expected outcomes at the end of the program. The goal of this article is to document the reactions of Latino farmers and ranchers and to provide quality feedback that will support program outcomes. A total of 360 survey evaluations were collected along with 720 pre-test and post-test surveys that evaluated the skills and knowledge of participants before and after each session.

Pushing for Inclusion and Change in Lafayette County, Missouri

Gretchen Green, Migrant Farmworkers Assistance Fund

In this presentation, I will outline the demographics of migrant and seasonal farmworkers who come to Lafayette County, Missouri, for the harvest season annually and those who stay year-round, and then will outline what my organization, Migrant Farmworkers Assistance Fund, in partnership with the Migrant Farmworkers Project, does to meet the needs faced by this group. I will also look at some long-term trends, progress, and challenges that we see in community development in this small Latino community in rural and small-town Missouri. I would like to open up for a discussion of ways that the challenges facing the Lafayette County Latino/immigrant community can be addressed and what others in rural areas of Missouri have been doing to promote community development, promote leadership within a rural Latino community, and promote inclusion in the larger society. Some topics to be discussed: challenges across a language barrier (lack of Spanish-language services in medical, educational, and governmental settings), challenges for students generally in rural America in accessing educational programs at low cost, and lack of access to the internet. I hope to facilitate a discussion on what more we can be doing to promote the leadership of Latino people in the small communities of rural America.

Intercultural Understanding, Not a Footnote: Strengthening Extension Capacity for Engagement

Alejandra Gudiño, University of Missouri Extension

As we enter our fourth years of an ongoing training in intercultural competence for the Family Nutrition Education Program (FNEP), we will reflect on the process, successes, and setbacks. Our program developed from our Extension educators' need to be effective communicators in the always changing and very diverse population of our state.

For the past 20 years, the University of Missouri has delivered Supplemental Nutrition Assistance Program Education (SNAP-Ed) to recipients and those eligible in Missouri. Built upon a foundation of direct participant education, our mission is to assist in ending hunger, reducing obesity, and promoting lifelong health. Using the socioecological model to evoke behavior change, we provide education to youth and adults in a variety of locations including schools, public libraries, local health departments, emergency food assistance sites, churches, public housing, and community action. In FY2014, we reached 196,985 young people for a total of 1,047,203 participants (direct & indirect).

Food is an integral part of who we are, where we come from, the memories that we have from our childhood and our home. It represents our culture and our tradition, our identity. Our challenges are not only to broaden our programs to a very diverse audience and immigrants, but to engage them in an active lifestyle that will require a behavioral change. To help with this process we implement a model that brings together three elements of learning and change that are usually utilized separately: Dialogue, Reflection and Mindfulness. This so called meta-competency serves as guidelines to create an inclusive work environment and professional practice. A formalized, ongoing diversity education program provides language, activities, and opportunities for continual learning as well as personal self-reflection. *Contribution & Evidence of Reciprocity and Mutual Benefit:* As Missouri continues to become more diverse, it is imperative that educators are prepared and comfortable in reaching out to those who live and work in the geographical area they serve. Without the cultural competence gained through this program, nutrition educators and faculty would not be able to educate homemakers and improve the lives of their families. As a result, they indicate they are more comfortable reaching new, more diverse audiences. We will present the result of our latest survey measuring four years of continuous effort.

Latino Entrepreneurship and Innovation: Lessons from Yesterday and for Tomorrow
Mario Hernandez, Latino Economic Development Center, Minnesota

The Latino Economic Development Center is the outgrowth of social justice work initiated almost two decades ago in south Minneapolis by a group of recent Mexican immigrants. They began to address barriers to Latinos' full participation and success in the community, particularly economic integration. With assistance from local business development organizations, they initiated the Mercado Central, a thriving marketplace of 45 businesses. This market was a catalyst for Latino economic development in Minnesota and led to the emergence of a Latino entrepreneur community and the founding of the Latino Economic Development Center (LEDC).

Since its founding, the Latino Economic Development Center has both supported entrepreneurs as they start and grow businesses throughout Minnesota and embodied the entrepreneurial ethos it seeks to cultivate. From over ten years of engaging and supporting entrepreneurs, and developing its own social entrepreneurial ventures, LEDC has developed its unique brand of entrepreneurship development.

LEDC is a membership based organization and currently has nearly 300 business members. This membership base is a fountain of information on the assets and needs of Latino entrepreneurs and a testing ground for LEDC strategies and social entrepreneurial ventures. From our work, LEDC has learned how to develop pathways that convert workers in a sector into business owners in that sector. It has learned about and exercised the power of social entrepreneurship through effective collaborations. LEDC and its member businesses have learned how to capitalize on emerging economic opportunities, such as local agriculture production, and emerging business practices, such as sharing resources.

In this presentation, the participant will learn of past LEDC accomplishments and how the lessons learned implementing those projects can be applied to future opportunities. Additionally, it's been almost 20 years since the dream of the Mercado Central was first shared, and today a new generation of Latinos is on the cusp of entering new sectors. The Great Recession led to the closing of about half of the Latino nonprofits in Minnesota. In order for LEDC to remain relevant and continue to thrive, it must take lessons learned from past success and apply them to emerging opportunities. Tomorrow must be a new day for LEDC if it is to continue to foster a new day for Latino entrepreneurship.

Moving Up: Communities, Institutions and Plural Societies

Captain Francisco M. Hernandez, Creative Associates International

Debra Bolton, Kansas State University Research and Extension

The 2010 Census estimated that the United States will become a minority-majority country by 2043. Acting Census Director Thomas L. Mesenbourg noted that steady immigration, increased interracial marriages, and continued trends will move “the United States to become a plurality nation, where the non-Hispanic white population remains the largest single group, but no group is in the majority.” While population diversification is reason for applause, the continued disparities in social and economic classes and educational attainment amongst 'minority' groups are causes for concern. Census (2014) data show that non-Whites comprise 36% of the economic lower-class, whereas Whites account for 16%. Data from the U.S. Department of Education (2014) found that only 15% of minorities achieve educational qualifications compared to 32% of whites. These trends in socio-economics must be addressed and discussed in national political circles and at individual, community, and institutional levels. Social scientists have long presented various theories on the correlations of education and human capital, and its larger socio-economic impacts (Putnam, 2000a; Flora, Emery, Thompson, Prado-Meza, & Flora, 2011; Flora & Flora, 2012; Putnam & Feldstein, 2003; Coleman, 1988; Portes, 1998). In his 1992 Nobel Lecture, Gary Becker discussed how market discrimination is partially driven by the inability of the lower-class to attain and provide marketable skills through proper education. The stagnation of human capital in 'minority' classes significantly limits the ability to develop the connections required to bridge to opportunities for economic growth (Svendsen & Svendsen, 2009). The Handbook of Social Capital (2009) found that deficits in social connectivity attributed to a lack of trust with other participants in human ecosystems. When lower socio-economic groups ('minorities') cannot invest in and capitalize on education, it limits financial and social opportunities (Becker, 2008). However, pluralistic values can lessen the 'minoritization' of any one group (Ng, 2014). In a pluralistic society, blended children do not view themselves as 'minorities' rather as members of a social class within a pluralistic society and as assets because of their unique cultural capital (C. Kruvant, personal communication, February 10, 2015). Cultural capital shapes the intrinsic components of a values system. Unlike human capital, which is often correlated with the attainment of education, cultural capital is largely attributed through upbringing (Bourdieu, 1986). With the dramatic changes in the US American landscape it has become imperative that this human ecosystem practice full integration of its components. The central factor driving individual, community, and institutional roles and responsibilities is the interpretation of pluralistic values that shape and characterize participation in society. When looking at educational institutions as resources for increasing social connectedness and community engagement, the onus is shared by individuals and institutions to cooperate, adapt, participate, contribute, and have mutual trust within the ecological system for optimal outcomes (Bronfenbrenner, Ostrom, 2009). As the US American society becomes more ethnically pluralistic, the ability of individuals, communities, and educational institutions to function within the social system will become more dependent on abilities to gain access to relevant education and adapt to the concepts of a pluralistic society.

Sparkling Minds of New Arrivals: Achieving Positive Educational Outcomes for Unaccompanied Immigrant Children in Care

Olivia Hogle, Lutheran Immigration and Refugee Service

Carlos de la Barrera, Bethany Christian Services

Charissa Boyd, Lutheran Social Services of Michigan

Janet Range, Leadership and Entrepreneurship Public (LEP) Charter High School – Portland

Following unprecedented numbers of unaccompanied children arriving in the United States from Central America in 2014, there is increased need for knowledge on serving this population. Lutheran Immigration and Refugee Service (LIRS) partners with agencies across the US that provide foster and

group care to unaccompanied migrant children. Over the past two years, these agencies have met needs and overcome challenges by developing unique programming to provide for the diverse educational needs of these children. They have developed educational programs from the ground up, identified culturally appropriate curricula, developed trauma-informed methods, and designed multilevel educational programs able to meet the needs of minors ranging in age from 4-17 in onsite programs for children in the care of the Office of Refugee Resettlement.

This workshop will consist of an interactive panel discussion with LIRS Program Specialist and experienced lead teachers from three foster care programs for unaccompanied migrant children: Bethany Christian Services, Michigan; Lutheran Social Services of Michigan; and Morrison Child and Family Services; Oregon. The workshop will provide an overview of unaccompanied children and LIRS programming and delve into three key areas relating to educational programs for unaccompanied children from Central America: special needs and considerations, developing culturally sensitive programming, and incorporating trauma-informed approaches. Presenters will provide an overview of unaccompanied children and the LIRS transitional foster and group care programs serving them. Panel discussions will examine special needs relating to newly arriving unaccompanied immigrant children from Central America, and building culturally sensitive educational program models and materials to promote positive outcomes. Panelists will share their experiences in program development as well as identify useful resources/curricula that are being used in their onsite centers. Panel discussion will explore using trauma-informed approaches in education, and look at managing trauma behaviors in and out of the classroom. Opportunities will be provided throughout the workshop for participants to engage by asking questions and sharing practice experiences.

Workshop Learning Objectives:

- Learn about unique needs and issues impacting educational outcomes of unaccompanied migrant children in foster care.
- Learn about successful models and methods used in educational programming for unaccompanied children in transitional foster and group care.
- Leave with ideas and tools for providing culturally sensitive, trauma-informed educational services to unaccompanied children.
- Leave with an increased understanding of serving unaccompanied migrant children which will be transferable across service areas and disciplines.
- Review promising practices for discharge and planning for children's educational success upon release from care and integration into school systems across the US.

The Dual Language Education Program of Delavan-Darien School District: A Case of Latino Community Leadership

Jorge Inzunza, Berenice Solis, Cynthia Bell-Jimenez, and Joe Overturf, Turtle Creek Elementary School

On May 19, 2014, the Delavan-Darien School Board of Wisconsin voted 5-2 in favor of installing a Dual Immersion Program. This victory of the Latino community in a small district was not easy and speaks of a valuable experience in advocacy and mobilization.

The reality of the State of Wisconsin contrasts significantly with the school district of Delavan-Darien. While Wisconsin is 88.1% white, and the Latino population reached 6.3%, the Delavan-Darien district's population is 67.2% and 29.4%, respectively. If we look at the new generations in the public schools, the Latino presence is even stronger at 44.4%. The district's statistics are worrying: the combined results in 2013-2014 of the Wisconsin Knowledge and Concepts Examination and the Wisconsin Alternate Assessment are the poorest in the state.

This situation challenged the cultural and linguistic relevance of the education provided in the district. Over ten years ago, a primary education program in Spanish was created, allowing the incorporation of new English learners in the classroom. However, this program was viewed as a receiving

device for immigrant children, where Spanish was defined as a handicap. In 2008, the district removed the pull-out ELL programs. None of these policies sought to integrate a second language into school classrooms.

The monolingual model was not recognizing the diversity of the student population. The large percentage of students from first and second-generation immigrants was failing in the school system. That is why a group of parents initiated a series of actions to establish a dual language education program.

The demand for dual language education in Delavan-Darien can be analyzed in three phases:

1. Raising awareness around the exclusion of the Latino community in regards to the available educational options: At this stage, the Latino community leaders were organized to raise the demand for dual language education in the context of the school district's 2011 strategic plan. The strategic plan approved the motion, consigning it to the final proposal to submit to the school board.
2. The political-administrative transition of the district and re-launching of the campaign: The change of leadership in the district and the renewal of the school board in 2012 meant that Latino leaders had to recover their progress made from the previous year, and defend the priority to open spaces for the Latino community in the school system.
3. Opening and consolidation of an institutional setting for the Latino community: Thanks to the advocacy and lobbying from the Latino community, notable progress was achieved, including the approval to develop a dual language education program; the creation of the Director of Language Acquisition and Community Education (of Latino origin) position; and parent invitations to participate in interviews for the director and new teacher hires.

The installation of the program is in progress during the 2014-2015 school year. Currently, there are 160 students participating in the first generation Dual Language Educational Program of the Delavan-Darien School District.

Integration and the Appreciative Inquiry Process: Leadership for Inclusive Communities
Stephen Jeanetta, Corinne Valdivia, and Lisa Y. Flores, University of Missouri-Columbia
Community leaders from rural Missouri

The Immigrant Integration and Sustainable Rural Development Project (2011-2015) used mixed methods research with newcomers and receiving community members to create acculturation profiles in three rural communities in Missouri. These profiles included acculturation expectations, as well as an array of interdisciplinary data on life satisfaction, social networks, incomes and employment, household make-up, and perception of community. These profiles were shared with community members as part of an appreciative inquiry process to help facilitate integration at the community level. An appreciative inquiry process was used to help identify the community's strengths that could be utilized to identify actions that could be taken to improve immigrant integration.

While the process was similar for each of the three communities, the activities and outcomes were all quite different, demonstrating how community context, leaders, and strengths helped shape the process and outcomes. Community members who have participated in some aspect of this process will share their experiences, their impressions of the process, and the outcomes of their activities.

Missouri Latino Health Survey

Stephen Jeanetta, Maria Rodriguez Alcalá, University of Missouri-Columbia
Ioana Staiculescu, Shannon Canfield, Stanton Hudson, Karen Edison, Center for Health Policy

Scope: The Latino population in the state of Missouri grew more than 70% from 2000 to 2010, according to official Census data. The majority of Latinos in the state work in low-paying jobs, many of which may pose high health risks. To understand and address health disparities in the state, a survey was

conducted through personal interviews of 245 Latinos in seven different communities across the state of Missouri in the summer of 2014.

Methods: Trained and culturally competent interviewers collected 245 surveys from seven communities across the state—a large enough sample size to yield a representational data set for Missouri.

Finding: Forty-one percent of survey respondents came from the metropolitan areas of St. Louis and Kansas City. Fifty-nine percent came from rural areas in the Northeast, Southwest, West Central, and Southeast areas of Missouri. Most of the participants were born outside the United States (87%) and came from nine countries with the majority coming from Mexico (78%).

Participants generally thought of their health status as good with 69% reporting good, very good or excellent health. They also placed a high value for health with more than 90% reporting that an annual physical was important, as well as overall health. However, when we dug a little deeper there were many signs that getting medical attention was not necessarily as high a priority. Results indicate that 61% of Latinos in the state lack medical insurance. A similar situation is seen for the spouses; 58% have no insurance. The children are insured at a higher rate, but 23% are still living with no insurance. Among adults who do have medical insurance, the majority are getting it through their jobs or through their spouse's job. On the other hand, children who are insured are mainly insured (37%) through Medicaid (or CHIP).

About 65% of the interviewed Latinos don't speak much English and 70% indicate needing interpretation when attending medical services. When asked about interpretation services, among those who responded, 64% report they are often offered interpretation and 58% of them have used this service. Still 20% have never been offered interpretation. Even with interpretation services available in several locations, 48% are saying they have used family members for translation, while 34% have used friends.

Conclusion: The survey provides insight into Latino patients' experiences with the health care system in Missouri, and whether patients receive appropriate and timely preventive care services. It also allows health care stakeholders and policy makers to identify the barriers Latinos living in Missouri face accessing a health provider, how they perceive the role of emergency department (ED) services, how long they will wait in the ED and what services can be tailored to make health care more positive and effective.

Combatting Myths: Using Research and the Native Language to Improve K-12 ELL Programming
Adrienne Johnson, Missouri Western State University

Educational programs designed for English language learners (ELLs) in the Heartland have traditionally focused on a singular goal: to ensure that these learners receive as much English language exposure as possible, as quickly as possible. This goal is often justified by claims that if the ELLs do not acquire English at an early age, they never will. This idea of a 'critical period,' or a window of opportunity from birth to puberty when humans can successfully learn language, was first proposed by Lenneberg in 1967. Further research suggested that after this critical period, language learners could not show 'native-like' levels of language knowledge (e.g., Johnson & Newport, 1989). Even as recently as 2006, there have been linguistically-based proposals claiming that the structure and use of a language acquired later in life was fundamentally different from the structure and use of language acquired from birth (e.g., Clahsen & Felser, 2006). These proposals, as well as popular beliefs in our communities regarding a 'critical period' for language learning, have led to a rise of 'English only' programs and have left little consideration for language programs which value the ELLs' native language(s).

However, in the 50 years since Lenneberg's initial proposal, numerous studies have also found that even late learners of a language can reach levels of language proficiency virtually indistinguishable from native speakers of the language (e.g., Abrahamsson & Hyltenstam, 2008; Johnson et al., 2013). Yet, these new findings are not widely known by those in charge of making decisions regarding K-12 educational programs for English language learners.

The presentation will provide K-12 English language educators, administrators, and program developers with an introductory overview of what is currently known in the field of linguistics regarding second language acquisition and how this knowledge can help to inform the design and implementation of English language support programs for K-12 ELLs. This presentation will specifically examine the benefits and challenges of utilizing the ELLs' native language(s) in Bilingual and Dual Language models. For instance, a major benefit of these programs is that they allow students to draw upon all of their resources and prior knowledge when attempting new and challenging academic material. Another important benefit to implementing these models is the strong cultural, parental, and community collaboration that such programs can bring to a district. Importantly, with proper implementation, these benefits can be realized at the same time that students are reaching high levels of English proficiency.

Participants will have an opportunity to examine their own program models and determine how to move from approaching ELLs as simply having a deficit to fix, to believing that these ELLs have strengths to nourish and build upon. The presenter is a former K-12 educator with experience teaching in or developing each of these models and who is now pursuing a doctorate in Linguistics, with a focus in Second Language Acquisition and First Language Acquisition.

Educational Language Policy and the New Latino Diaspora in Iowa

David Cassels Johnson, Stephanie Lynch, and Crissa Stephens, University of Iowa

The New Latino Diaspora (Wortham et al., 2001) is a demographic phenomenon that describes the immigration of Latinos from across Latin America - but especially Mexico - to small cities and towns in the United States, which have historically not been popular destinations for Spanish speakers. The state of Iowa has traditionally been a place with relatively little linguistic diversity in its schools, but over the past 20 years, it has experienced a 452% increase in its non-native English speaking population, most of whom are native Spanish speakers. While the influx of students has helped keep some school districts open (that were otherwise losing students), teachers, educational leaders, and policymakers have struggled to accommodate these students. In this paper, we look at how educational policies at the state and school district level have adapted to this changing linguistic ecology. Utilizing intertextual discourse analysis of official and unofficial policy documents (Johnson, 2015) along with interviews with educators and policymakers, we analyze the connections between local, statewide, and national language policies. Of particular interest are a handful of bilingual education primary schools, which have established themselves in disparate parts of the state.

Findings suggest that policymakers and educators alike have struggled to develop coherent plans for accommodating native Spanish speakers and leverage resources to enact what plans exist. While there is support at the state-level for a diversity of educational programs, including English as a second language (ESL) and bilingual education, there is very little guidance or financial support for districts. In other words, while educators have a lot of agency in determining how to educate non-native English speakers, and some very industrious individuals have opened bilingual schools, what is needed is a more robust (funded) structure for language education. We argue that the new language ecology is a linguistic and cultural resource, for both non-native English speakers and students who are currently English monolingual. Our results have implications for the future of linguistic accommodation and educational opportunity for Latinos around the Midwest. We propose solutions for teachers, educational leaders, and policymakers.

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Mixed Methods Study: Healthy-Eating Decision-Making in Adolescent Children of Latino Migrant Farmworkers

Jill Kilanowski, Michigan State University

The purpose of this mixed methods study was to explore healthy-eating decision-making in early adolescent children of Latino migratory and seasonal agricultural workers (MSAWs). Migrant farmworker children have overweight/obesity rates higher than their Latino and non-Latino peers and these exceed the goals of Healthy People 2020. The process of decision-making is selecting from a number of alternatives and making a choice to achieve a desired outcome or result. As adolescents move from decreased time with adult supervision to increased time with peers, decision-making with unhealthy lifestyle choices can lead to poor health outcomes as an adult or an establishment of life-long healthy habits. Decision-making with unhealthy lifestyle choices can lead to poor adult health outcomes and establishment of unhealthy habits. Brim's Decision Making Theory provided the study framework, in addition to child developmental theories.

This was a one-group cross sectional mixed methods pilot study. Recruited at a summer Midwest Migrant Education Program were 24 youth, ages 12-to-14 years old; 25% first generation, 67% second generation; 42% male. Survey instruments: Decision Making Quality Survey (DMQS); Self-efficacy for healthy-eating; Social support for healthy-eating; Ideas About Decisions. Gender separate focus groups followed. Data analyses included descriptive studies, differences of means, associations, instrument psychometrics, and identification of themes.

The research questions were: (1) what influences early adolescent children of Latino MSAW when they make decisions about healthy-eating?; (2) does immigrant generation status make a difference in the decision-making in these youth?; (3) what associations can be found in demographic and survey results?; and (4) what are the psychometrics of study instruments?

Findings included: DMQS-Total Adherence Index $X=13.79$ $sd=3.35$, and DMQS-Quality Index (QI) had 67% non-quality decisions, $\alpha=.768$. Students had varying degrees of being unsure to eat healthy foods when: at the mall (79%), after school (50%), with friends (62.5%), stressed and when alone (58%), feeling down or bored (54%), and at fast food restaurants (71%); $\alpha=.669$. Social support: parent healthy eating ($X=14.68$, $sd=2.92$), parent unhealthy eating ($X=6.45$, $sd=1.89$); friend healthy eating ($X=9.00$, $sd=3.46$), friend unhealthy eating ($X=7.80$, $sd=1.40$). Ideas About Decisions, median=3.400, IQR=.50, and $\alpha=.492$. Spearman associations showed Ideas About Decisions with: parent social support $.466$, $p=.025$; DMQS $.489$, $p=.018$; and QI $.466$, $p=.025$. In Kruskal-Wallis analyses there were no significant findings in grouping variables (genders, generation, parenting style) with DMQS, self-efficacy, social support, Ideas About Decisions.

Identified themes were healthy-eating included fruits and vegetables; mothers have influence over health and healthy-eating; and friends encourage unhealthy food choices. Early adolescents were unsure about making healthy-eating decisions when with friends or in social settings. Friends offered less social support for healthy-eating compared to parents, and mothers were most influential for healthy decisions. This study will assist in the creation of an intervention to help early adolescents learn healthy-eating decision-making.

Call for Collaboration: Developing Culturally Appropriate College Recruitment and Retention Practices

Mary Kindle, Elvera Satterwhite, and Angel Morales, Amigos de Cristo, Sedalia, Missouri

The purpose of this presentation is to identify possible college recruitment and retention strategies through the development of partnerships with religious and Latino affiliated groups to better serve our Latino population. For many years, Ms. Elvera Satterwhite and Mr. Angel Morales have worked as advocates for Latinos in the Midwest. In their experience, when Latinos are given leadership roles within church hierarchy and Latino groups, they perform well. In these small groups they feel a sense of

belonging, where they can build confidence and eventually share their skills with the community. Satterwhite and Morales address the need for collaboration between colleges and these Latino groups. By forming partnerships, the development of culturally appropriate practices for recruitment and retention of traditional and non-traditional Latino students can be achieved. Possible strategies include the creation of family-focused early intervention outreach programs (Ask Me Campaign), online group class hosting, and financial resource toolkits. Activities such as engaging in face to face conversations with Latino families, scheduling motivational speaking engagements, and hiring Latino student liaisons and advocates through work study programs can also be explored through these partnerships.

Developing Academic Language Proficiency with English Language Learners (K-12)

Katrina Lundien, Guadalupe Educational System, Inc. - Alta Vista Charter Schools

In today's K-12 educational climate, schools are faced with needing to meet the educational needs of students from a variety of cultural, linguistic, and academic backgrounds. This workshop will provide some practical educational strategies that will provide an immediate positive impact on English Language Learners (ELLs), which will ultimately be beneficial for *all* students. Participants will:

- Learn why it is important to develop academic language proficiency with ELL students.
- Practice how to implement a few key educational strategies to develop academic language proficiency.
- Be able to apply the educational strategies in their own setting.

The Importance of Work in HIV/AIDS for Health Literacy with Spanish-Speaking Agricultural Workers

Samantha Martin, Zachary Bosey, and Pilar Horner, Michigan State University

According to the National Center for Farmworker Health, Inc., in 2006 Hispanics “represented about 13 percent of the US population (...) but accounted for 18 percent of the total number of new HIV/AIDS cases (NCFH, 2009).” Latino migrant workers who are at high-risk for HIV/AIDS infection are often difficult to target with prevention programs. This is because they tend not to live in the same place for long, are not fluent in English, are often fearful of deportation, and may have co-occurring behaviors (such as alcoholism) that puts them at high-risk for HIV/AIDS infection (i.e. engage in unprotected sex, or unclean needle exchanges). Migrants shown to be at risk continue to grow in population size (Deren, Shedlin, & Decena, 2005). In addition, very few culturally competent studies address service delivery gap issues related to Spanish-speaking migrants. This study aims to advance our scientific understanding of effective health literacy intervention projects for this population in order to prevent and treat the issues arising from high-risk behavior that can lead to HIV/AIDS infection rates.

Methodology: During the summer of 2014, focus groups were held with Spanish-speaking migrant workers in Lenawee County. Eighty-three people participated in eight focus groups, 53 men, 30 women. Ages ranged from 18 to 70. Focus groups occurred in migrant camps, community agency rooms, and homes. All focus groups were conducted in Spanish and digitally recorded. Focus groups were transcribed and coded. To achieve inter-rater reliability, interviews were coded by four members of the research team. After the code book was developed, the team created themes that emerged (inductive analysis).

Results: During open-ended interviews the concept of work as one main area of concern emerged in regards to how migrants understood, conceptualized, and prioritized their health care needs. The importance of understanding the cultural significance of work as a tool for health literacy became a salient moment. Three overall themes emerged including (1) Primacy of Acquiring Work; (2) Perception of Health Care as Impediment, and (3) Familial Care.

Conclusion: The conception of work for Spanish-speaking migrant workers is significant in creating and understanding culturally competent health interventions. As migrants look at their lived realities through the lens of work it is then important to design interventions that use the cultural nuances of these perceptions to improve care and sustain access to health resources. Using moments of discovery such as this will allow the main aim of the project: to use mobile technology to improve health literacy with the highly mobile population of migrant workers. This project builds on existing community partnerships to create an intervention. We hope to improve models of migrant health literacy about HIV prevention and treatment, and other culturally relevant health issues.

How the Dairy Industry Manages its Latino Labor Force

Ruben Martinez, William Escalante, Joanna Acosta, and Jean Kayitsinga, Michigan State University

Two related trends are reshaping the dairy industry in this country. First, the industry is moving from small family farms to larger corporate farms which are increasingly relying on Latino employees to milk cows. Using data from a survey and focus groups of dairy farms in Michigan, Pennsylvania, and Florida, we provide an overview of the key management dimensions from the point of view of managers/owners and Latino workers. These include employee recruitment, communications, training, workplace relations, and opportunities for advancement. The paper concludes with a discussion of the findings, argues that the industry is underdeveloped in human resource management capacity, and provides some recommendations for developing capacity in this area.

The Impact of Cultural Bias on Latino Youth Educational Outcomes

Lisa McCarty, Guadalupe Educational Systems - Alta Vista Charter Schools

Theresa Torres, University of Missouri-Kansas City

Cecilia Belser-Patton, Guadalupe Educational Systems - Alta Vista Charter Schools

This workshop examines the impact of cultural bias on Latino students' educational outcomes. Participants will:

- Examine research connecting Latino youths' health and well-being to cultural identity
- Identify and analyze school structures that are defined by dominant culture
- Contemplate the impact of dominant school culture on Latino learning, performance, and persistence
- Consider NCLR's Core Competencies and CREDE Standards as tools for creating more inclusive school cultures.

Assistive Technology and Enhancing Instruction for English Learners

Rhonda McMillen, Missouri Protection & Advocacy Services

The lack of the language proficiency of English Learners can result in educational failure, higher drop-out rates, and lack of productive employment. These students must have an equal opportunity to benefit from their educational programs. The Office for Civil Rights has the authority for enforcing the Title VI of the Civil Rights Act of 1964. Title VI can be violated if students are excluded from effective participation in school due to their inability to speak or understand the language of instruction (U.S. Department of Education, 2000).

This presentation will explore the U.S. Department of Education and Department of Justice's joint guidance efforts for ensuring that English Learners will have equal access to a "high-quality education and the opportunity to achieve their full academic potential (U.S. Departments of Education and Justice, 2015)."

English as a Second Language is a program providing proficiency in all four language domains of speaking, listening, reading, and writing (Castañeda v. Pickard, 1981). This presentation will endeavor to explore Assistive Technology devices and services that may assist learning of English Learners. (Diallo, 2014; U.S. Department of Education, n.d., Use of Technology)

This presentation will also provide two fact sheets to participants in English and in Spanish. (Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs, Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with them, from the U.S. Department of Justice, Civil Rights Division, U.S. Department of Education, Office of Civil Rights). This presentation will also provide all participants a copy of the National Technology Plan 2010, Executive Summary, Transforming American Education: Learning Powered by Technology, (U.S. Department of Education, 2010).

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Failing to Meet the Educational Needs of Young Hispanic Families in the Heartland

Bertha Mendoza, Kansas States University Research and Extension

A truly inclusive community is one that provides opportunities for all the citizens without limiting the potential of students because of the lack of resources, technology, and parents' level of education. As emergent leaders, we must be aware of the needs of each individual student and the educational needs of the parents. In most Central and South American countries, parents send their children to school for educators to teach them to read and write. Their role is to provide the materials needed to study, especially those parents whose education level is below the elementary grades. Many of the families who immigrate to the United States come from remote places where access to formal education is limited and they are limited even in their native language, which makes it more difficult for them to learn English. In order to assist our young students in achieving their maximum potential, it is imperative that more support and education is provided to the parents of young children, as well as more training for elementary educators. This session is intended to share the findings of an ongoing study being conducted with several groups of Hispanic parents of preschool children, and to start the conversation of what it is needed to address the needs of our future leaders to improve their well-being and the well-being of their communities.

Immigrants as Assets: Framing the Discussion in Policy, Media, and the Community

Denzil Mohammed and Chiara Magini, The Immigrant Learning Center, Inc.

This workshop aims to reorient the thinking of policymakers, business communities, economic development offices and the media contrary to the expanding anti-immigrant narrative—to view immigrants not as deficits but as assets—by focusing on immigrant entrepreneurship, where immigrant contributions are incontrovertible. It explores innovative ways organizations can position immigrants as assets using data and research complemented by the stories and shared American values of immigrant entrepreneurs. First, the workshop utilizes the most recent data on immigrant entrepreneurship to show immigrants as indispensable community builders, job creators, and leaders of positive change from sources including the Fiscal Policy Institute, Chicago Council on Global Affairs, The Immigrant Learning Center, and the Immigration Policy Center. Three categories of immigrant entrepreneurship in the Midwestern states are explored featuring the stories of local entrepreneurs through video interviews: Neighborhood Revitalization, Job Creation and Market Expansion, and Innovation. Second, targeted ways to use local data, research and stories to show both economic and human impacts of immigrants are discussed with examples: fact sheets for legislators, posters for community events, and business awards for chambers of commerce, as well as school and workplace activities, pitching media stories, and free online strategies. Handouts are provided featuring sources for local data (e.g. Institute for Immigration Research at George Mason University), where and how to find immigrant entrepreneurs (e.g. chambers of commerce), and checklists of contributions and traits important to native-born audiences (based on the research of The Opportunity Agenda). Third, furnished with these tools and ideas, workshop participants in small groups will then craft, present, and discuss their own draft educational, communication or promotional strategies. Participants, therefore, will walk away with more than just ideas but rather will have plans of action for a more informed public discourse and greater visibility of immigrant entrepreneurs as crucial components of local economic development. Such strategies were developed by the Public Education Institute at The Immigrant Learning Center in Malden, MA, resulting in the creation of the New Americans Agenda in Massachusetts and the proclamation of an annual statewide Immigrant Entrepreneurship Month, among others.

Cross-Cultural Experiential Learning in El Salvador

Nadia Navarrete-Tindall, Lincoln University

A delegation from Lincoln University (LU) Cooperative Extension of Missouri participated in a 12-day exchange program that included visits to communities and institutions in Central and Eastern El Salvador. The delegation included LU staff from the Native Plants Program and members of four communities in Missouri. The objectives were threefold:

1. For the LU delegation to be immersed in the Salvadoran culture;
2. To exchange knowledge between the LU delegation and Agriculture and Environmental Education Specialists and learn about entrepreneurship and sustainable practices used by local farmers and producers in El Salvador and in Missouri; and
3. To identify governmental or non-governmental organizations (NGOs) or agencies in El Salvador to create permanent collaboration with LU Cooperative Extension.

This Experiential Learning will help the LU Native Plants Program staff improve relations with Latinos in Missouri. Joint collaborative efforts between LU and organizations in El Salvador will help empower small farmers and will further advance agricultural and ecological education for low income students in El Salvador and in Missouri. During site visits, local leaders from different agencies and community organizations and the LU delegation engaged in conversations to learn from each other's experiences. Salvadoran Specialists were surprised to learn that Lincoln University also works with low income communities and that farms in Missouri do not only grow cash crops. Both groups learned that many of the Native Plant Program lessons learned in Missouri could be adopted in El Salvador to help farmers.

Based on participants' journal entries, results of this exchange program indicate that the delegation members increased their level of understanding of Latino culture and some had the opportunity to practice their Spanish skills which they can also use in Missouri. This program was funded by the USDA National Institute of Food and Agriculture (NIFA).

DreamZone Allyship Program: Creating Safe Spaces for Undocumented Young Adults

Joél Orozco-Almeida, University of Nebraska-Lincoln

Synopsis: This presentation will provide participants with information regarding challenges and barriers that undocumented young adults face. Best practices and resources will be provided to support this population. Attendees will receive a place card to identify themselves as an ally to undocumented students and to identify their office as a safe space=DreamZone.

This presentation focuses on creating safe and caring communities for undocumented young adults. As more undocumented students are granted access to higher education through policies such as the Dream Act and Deferred Action for Childhood Arrivals, often times, undocumented young adults live in fear and uncertainty, not knowing who they can trust and/or talk to. The consequences for them to disclose their status are high, and can potentially lead to significant repercussions impacting their safety and that of their family.

This presentation is unique in that participants will leave with 1. An understanding of current federal and state legislation impacting undocumented college students, 2. Learn about the challenges undocumented young adults face at educational institutions across the country, 3. Learn appropriate and sensitive language to use when working with undocumented young adults, 4. Understand the impact of undocumented status on a regular basis, and 5. Walk away with resources they can use to create safe spaces for undocumented young adults.

Participants will receive a DreamZone place card at the end of the session. The card identifies the participant as an Ally to undocumented young adults and that their office/workplace is a safe space (DreamZone) where undocumented young adults can disclose their status. Based on this program, participants will be able to:

- Use appropriate and sensitive language in regard to undocumented status.
- Understand the systemic climate and challenges undocumented young adults face, at both the federal/state level, and also within institutions.
- Understand the impact undocumented status has on a regular basis.
- Understand their role as an advocate and how to support Dreamers and undocumented students in general.

Sheltered Instruction Methodology and K-6 Elementary School Teachers: A Multicase Study

Uzziel H. Pecina, University of Missouri-Kansas City

The major research goal of this paper is to examine the qualitative interviews of full-time elementary school teachers in regards to their use of English language acquisition techniques known as sheltered instruction when serving the English Learner (EL) population in various Midwest counties. Many teachers are not adequately equipped with professional development techniques or basic information about ELs and what comprises effective instruction for the ELL population of students. The original mixed design study surveyed 161 Missouri certified, K-6, full-time public school teachers from urban, suburban, and rural school districts, and interviews were also conducted with 11 Missouri certified teachers located within the western mid-central region of the State of Missouri. In addition, teachers were provided self-reported evaluations on their use of sheltered techniques, as described by the Sheltered

Instruction Observational Protocol (SIOP) Model (Echevarria, 2006; Echevarria, et al., 2008), in their regular classroom environments.

In response to research question number one, 'How do practicing elementary school teachers perceive their level of preparation in sheltered instruction methods/strategies?', results indicate that the representative sample of Missouri certified, K-6, elementary public school teachers perceive their preparation in sheltered instruction methodology/strategies to be inadequate at all levels of professional development and training. Many teachers believed they lacked preparation in specific EL sheltered instructional techniques during their pre-service undergraduate training, graduate programs, and school district in-services/professional development. Teachers with high levels of professional and personal responsibility sought opportunities to learn instructional and interpersonal techniques, as well as strategies that would assist ELL academic achievement and students culturally different than themselves.

In response to research question number two, 'How do practicing elementary school teachers use sheltered instruction techniques in mainstream classrooms?', teacher surveys demonstrated a very good knowledge base of sheltered instruction techniques based upon the SIOP Model (Echevarria, 2006; Echevarria, et al., 2008) of teacher evaluation in sheltered instruction to ELs. Most of the teachers surveyed used the sheltered instruction techniques necessary for advancing ELs academically. It was evident that the teachers have the basic requisite skills that can be nurtured by professional development in sheltered instruction techniques in service to ELs and improving academic success among Diverse Linguistic Communities (DLCs), but for some reason were never informed as to the valuable use of the those good teaching skills in service to ELs in their classrooms. Many of the teachers that knew the sheltered instructional techniques were already trained as English as a second language (ESL) teachers, or teachers who had EL building coaches and resources or district assistance in serving ELs.

Finally, K-6 teachers within these Midwest counties believe that professional development in regards to EL sheltered techniques is needed. The researcher believes that university teacher preparation, graduate teaching programs, as well as school districts need to provide quality, research-based instruction on sheltered instructional techniques if ELs are to have academic success in the U.S education system.

Home on the Prairie – Service Learning as Inclusive Practice

Michael Peters, Cristina Ortiz, Citlalli Ibañez, Ena Martinez, and Yessica Zúñiga-Tepango, University of Minnesota Morris

The Latino population of Stevens County, Minnesota, which includes Morris, increased by 274% from the years 2000 to 2010. This rapid increase precipitated a need for the established community to adapt its services in order to welcome and serve the new Latino population. The Morris community has taken an integrated and comprehensive approach at welcoming Latino immigrants to its community. Its position as a small, rural community with a recent influx of Latino immigrants is comparable to many other communities across the Midwest and the broad approach that organizations and individuals within the community have taken could be replicated by other small, Midwestern communities that are looking to find ways to incorporate and benefit from their Latino immigrant populations. Our panel, which will include representatives from both from the University of Minnesota and the Morris community, will be presenting how a place-based approach to community engagement can welcome in a new immigrant community. We will be speaking specifically on the state of housing, education, and the various research projects which are ongoing in Morris.

Through the cooperation of the University of Minnesota Morris, the Morris Area Community Education, and Lazos (a non-profit organization dedicated to serving Latino immigrants in the area), we have been able to work with leaders within the Latino community to create new programs and assist the services that are already available to adapt to this new Spanish-speaking population. One of our main goals is to help established community organizations and service providers to adapt their services in order to serve both the English-speaking and Spanish-speaking communities. Through the work of its students, staff, and faculty, the University has created the Jane Addams Project, a weekly, multi-lingual, roundtable

conversation, and a community ESL program that takes place in conjunction with a bilingual tutoring program to work with the children of those students attending the ESL classes. The Morris Area School District has been working with an AmeriCorps VISTA to develop the Morris Intercultural Education Initiative, a monthly working-group of school administrators, teachers, parents, and UMM staff that addresses issues important to the Morris Latino community and together with the Latina Support and Friendship Group (el grupo de apoyo y amistad) has recently formed a Latino Parent Advisory Group. At the University, we have also been conducting ongoing studies of Morris's Latino students, their parents, and the school staff. These studies will shed light on the attitudes and perceptions of different groups within the community and how well the Latino community is received.

We believe that it will be possible for other rural communities to learn from both the successes and the failures that we have had in Morris. The presence of an institution of higher education, whether a university or a community college, can be a springboard for helping the existing service providers adapt to a changing population. A belief in the goodwill of all stakeholders has helped bring together many different groups and organizations to provide a welcoming community to this nascent Latino population in west-central Minnesota.

Immigrant Newcomer Youth and the Academic Consequences of Interrupted Schooling
Stephanie Potochnick, University of Missouri

Many immigrant children come to the US from places with little public education. While we suspect large numbers arrive with inadequate or interrupted prior schooling, we do not know the scope of this problem. These children present unique challenges for educators, many of whom fail to recognize that these youth are illiterate in their native language. When children arrive behind academically, how do they fare and what supports should schools provide? Previous research is outdated or limited because it cannot identify children's last grade completed in their home country and thus can't capture the 'grade gap' that may significantly affect their outcomes. This proposal will use regression analysis and multi-level modeling to analyze the Educational Longitudinal Study and the 2000 U.S. Decennial Census. The unique aspects of this data will allow me to: 1) accurately document the percent of immigrant youth with interrupted schooling and the educational grade gap they must overcome, 2) examine how these children fare academically (i.e., reading and math test scores, high school completion, college enrollment) and behaviorally (i.e., school disengagement), and 3) identify which educational supports help them succeed in school. This research is important because it will look beyond language gap issues that have been the primary policy focus, and instead provide new information on immigrant children's grade gap and the role it plays in their educational outcomes. The results will build policy awareness of the grade gap issue and suggest what school and family resources have the greatest positive impact on these students.

Cultivating Latino Youth Leadership to Prevent Underage Drinking
Athena Ramos and Natalia Trinidad, University of Nebraska Medical Center (UNMC) Center for Reducing Health Disparities

Background: According to the 2013 Youth Risk Behavior Survey, 25.9% of Hispanic youth had drunk alcohol at least one day during their life; 23.2% of Hispanic youth binge drank during the last 30 days compared to 19.1% of non-Hispanic youth; and the median age for first alcohol use in the United States was 11-12 years. Preventing underage drinking among Latino communities is imperative. The Center for Reducing Health Disparities (CRHD) at the University of Nebraska Medical Center partnered with the LiveWise Coalition to implement the Lead & Seed program, an evidence-based youth empowered, environmental approach to preventing and reducing alcohol, tobacco, and other drugs, within the Latino community. The program involves an interactive, 12-hour training with middle school/high school youth leaders and adults who will work with the youth. Each team develops a logic model using

community-level data to drive the process in developing innovative solutions to substance use. The overarching goal of the Lead & Seed is to prepare youth to serve as community leaders so they can help facilitate community-level change. It is also designed to provide an opportunity for social, emotional, and educational growth as well as increase civic participation. The strategies and skills learned can be used across all aspects of the youth's lives and influences them to make lasting impacts on their community by taking an active role in their community.

Methodology: The Latino Leaders Clubs in local high schools, whose mission is to build leadership and teach service, were identified as potential partners for the Lead & Seed program. The program itself promotes community mobilization, social marketing techniques, leadership skills, and other advocacy measures to make necessary changes in the physical, socio-cultural, economic, and legal environments where youth engage. The Lead & Seed program uses SAMHSA's Strategic Prevention Framework to emphasize that youth empowerment initiatives can have successful outcomes and that success can be achieved by targeting environmental conditions, such as accessibility and availability.

Implementation: The adult sponsors of the Latino Leaders clubs were approached to gauge their interest in implementing the Lead & Seed program in their schools. Two groups of youth were trained on the program at the beginning of the year from two different high schools: five youth from Omaha South High School and 13 youth from Bryan High School went through the training. Many of the youth that participated understand that underage drinking is a problem and want to do something about it. The youth have already implemented various alcohol awareness activities at their schools. In one school, the youth worked together to distribute a school-wide survey to evaluate how many of their peers are drinking and from where they were accessing alcohol. Youth from the other school have developed innovative educational campaigns including t-shirts with underage drinking facts and cupcakes to distribute to their peers that contain information about underage drinking. This poster will share lessons learned about working with school youth groups to reduce substance use through the Lead & Seed program.

Developing a Behavioral Health Career Pipeline for Latino Youth in Nebraska

Athena Ramos, University of Nebraska Medical Center (UNMC) Center for Reducing Health Disparities

Ann Kraft, Behavioral Health Education Center of Nebraska

Natalia Trinidad and Antonia Correa, UNMC Center for Reducing Health Disparities

Background: Behavioral health is an underserved discipline within healthcare, and there is a shortage of behavioral health professionals across the United States. Developing a career pipeline for behavioral health professionals is imperative across all communities; however, it is especially important for the Latino community given the current and projected population growth in the Midwest. The Behavioral Health Education Center of Nebraska (BHECN) and the Center for Reducing Health Disparities (CRHD) partnered together to develop a pilot project designed to expose Omaha-metro area Latino high school students to behavioral health careers. BHECN's mission is to enhance the behavioral health of the people of Nebraska by improving the numbers, accessibility, and competence of the Nebraska Behavioral Health Workforce through the collaboration of academic institutions, providers, governmental agencies, and the community, and the CRHD works closely with communities to improve health through collaborative research, education, and service. These two organizations formed the planning committee for the pilot project -- one organization bringing experience with behavioral health and the other bringing community credibility.

Methodology: The planning team met over the course of four months to prepare for the pilot. BHECN provided a working format for their High School Ambassador Conference, but the CRHD developed ideas for cultural tailoring. Additionally, a youth advisory board (YAB) was established with eight Latino high school students who were part of the Lead & Seed program coordinated by the CRHD. These students provided ideas and advice to make the event relevant for their peers.

Implementation: The BHECN High School Ambassador Conference - South Omaha was held on March 6, 2015, and approximately 25 youth participated. They learned about careers from a wide

spectrum of professionals including psychiatrists, psychologists, social workers, psychiatric nurse practitioners, family medicine practitioners, and counselors. Participants worked together to discuss a case study, and they had the opportunity to meet college students and explore various topics that were chosen by the YAB such as teen depression, bullying, substance use, healthy relationships, and suicide. Upon completion of the conference, students will be provided with on-going mentoring through the BHECN Ambassador program, which encourages high school and college students to pursue careers in mental and behavioral health. Students are followed through professional school and on to careers in behavioral health professions. Since April 2013 when the BHECN Ambassador program began, 688 students have participated. This workshop will describe the need for behavioral health providers within the Latino community, provide an overview of the planning process, share testimonials and results from the pilot project, and offer suggestions for improving the behavioral healthcare pipeline.

Harvesting The Heartland's Promise: Latina/o Learning Catalyzing School and Community Change
Katherine Richardson Bruna, Iowa State University

Richardson Bruna is Founding Director of the ISU 4U Promise, a new early-commitment partnership between Iowa State University, Des Moines Public Schools, and two elementary schools in demographically-transitioning neighborhoods. In her plenary, she will describe how she is using a focus on “microworlds” of Latina/o learning as an organizing principle of this innovative initiative and its transformative potential for the partner schools, communities, families, and youth.

Affordable Care Act Outreach & Enrollment Best Practices for Latino Communities
Nancy Rios, Centers for Medicare & Medicaid Services

Historically, Latinos have faced significant barriers to accessing affordable health insurance and these barriers have contributed to significant health disparities. The Affordable Care Act, signed into law in March 2010, includes several provisions that afford Latinos strong consumer protections, more coverage options, and access to quality health care at lower cost. Because of the Affordable Care Act:

- Latina women can no longer be charged more than men for health insurance premiums.
- Consumers can no longer be denied coverage due to a pre-existing condition.
- About 8.8 million Latinos with private insurance now have access to expanded preventive services with no cost-sharing. This includes services such as colonoscopy screening for colon cancer, Pap smears and mammograms for women, well-child visits, and flu shots for all children and adults.
- Approximately 913,000 Latino adults between ages 19 and 26 who would have been uninsured now have coverage under their parents' employer-sponsored or individually purchased health insurance plan.
- About 11.8 million Hispanics, including 4.4 million Latina women, no longer have lifetime or annual limits on their health insurance coverage.

Furthermore, less than 2 years after the Affordable Care Act's Health Insurance Marketplaces opened for enrollment, the uninsured rate for Latinos has dropped by 12.3 percentage points against a baseline uninsured rate of 41.8 percent, resulting in 4.2 million adults gaining coverage.

This session will include a discussion on barriers and challenges to enrollment of Latino families in the Health Insurance Marketplace such as language, fear of immigration enforcement, low health insurance literacy, and affordability. The presenter will also highlight best practices for outreach to Latino communities, key strategies to overcome enrollment barriers, and the local resources available to assist Latino families with the application and enrollment process in the Marketplace.

Relationship between Health Insurance Status of Latino Children and Their Overall and Dental Health

Griselda Rodriguez and Kimberly Greder, Iowa State University

Background: Uninsured Latino children are less likely to have visited a doctor in the past year and to have a regular source of healthcare than insured Latino children. Latino parents whose children are uninsured commonly have low incomes and more difficulty understanding required forms (Manos, Leyden, Resendez, Klein, Wilson, & Bauer, 2001). Parents who have a regular source of dental care (RSDC) are more likely to rate their children's dental health higher than parents who do not have a RSDC (Grembowski, Spiekerman, & Milgrom, 2009).

This study examines relationships among health insurance status of rural Latino families, their participation in routine health care, Latina mothers' ability to understand printed information shared by health professionals and receiving health information in a language they prefer, and Latino children's health.

Methods: This sample of Latina mothers (N=136) is from a larger study, Rural Families Speak about Health (RFSH) (N=444) (Mammen & Sano, 2013). Mothers were 18 years of age or older, had at least one child under the age of 13, lived in rural communities, and had incomes at or below 185% of the Federal Poverty Level. Mothers responded to questions pertaining to the health of a randomly selected focal child (FC) in each household. SPSS was used to conduct descriptive statistics and correlation analysis to identify significant relationships between variables of interest (see Table 1). Mother's used a 5-point Likert scale to rate FC's health, FC's dental health, as well as their own health (5=Excellent, 4=Very Good, 3=Good, 2=Fair, and 1=Poor). Mother's used a 3-point Likert scale to rate how often they needed help understanding printed health information (5=Often, 3=Sometimes, and 1=Never). Mother's answered 1=Yes or 0=No when asked if FC or other children in the family were covered through private health insurance. For other variables mother's answered 1=Yes or 5=No.

Results: The average age of mothers was 33. About half (48%) of the mothers had less than a high school degree. About one-third (33%) completed high school or had a GED, less than one-fifth (17%) participated in vocational training, and few (3%) had earned a Bachelor's degree. Preliminary findings reveal that there is a significant relationship between children who are covered by private health insurance and children's overall health, and mothers' ability to understand printed health information. Additionally, mothers' ability to understand printed health information was significantly related to children's overall health, children's dental health, and mothers' participation in routine health care. Mothers who reported having printed information about medical care in a language they preferred was significantly associated with children's dental health.

Conclusions: Being insured through mothers' health insurance is related to children's overall health. When mothers understand printed information shared by health professionals, children are more likely to participate in routine health care, and to have more positive overall or dental health. Further analysis will examine if mothers' ability to understand printed information shared by health professionals (as well as receiving information in preferred language) mediates the relationship between health insurance status and children's overall health or children's dental health.

Table 1. Correlations Among Study Variables (*will be available in proceedings*)

Pan Latino Diversity in the Midwest

J.S. Onésimo Sandoval, Saint Louis University

The Latino population is now the largest minority population in the US. One of the unique features of the US Latino population is that it is a diverse population that has many ties to different countries. Thus, the US Latino population, in reality, is a Pan-Latino population with different cultures, experiences, and histories. This demographic presentation will describe the Pan-Latino characteristics for

the US and the Midwest. I used the Theil diversity score to measure the Pan-Latino diversity. A score of 0 translates into no Pan-Latino diversity and a score of 1 translates into complete Pan-Latino diversity for the 25 Latino groups. Preliminary research shows that the Pan-Latino diversity score for the US was .48, for Missouri it was .43, for Kansas City it was .34, and for St. Louis it was .47. These scores reinforce the descriptive data that shows St. Louis has a significantly more diverse Latino population than Kansas City.

In the coming years, the Latino population will continue to grow and expand. As we celebrate the fact that the US Latino population is the third largest Latino population in the world (Brazil is #1 and Mexico is #2), we should also celebrate the diversity within the Latino population. Pan-Latino diversity will continue to contribute to the greatness of the American mosaic that celebrates diverse cultural traditions. Although the Latino category is used to describe and portray a homogenous population, it is important to remember that the Latino category represents many experiences, histories, and cultures. As Latinos continue to grow in the Midwest and Missouri, it is important to document the Pan-Latino diversity and how this diversity fosters a social, economic, and political environment for Latinidad.

Latinos in the Media: The Value of Critical Media Literacy

Jessica Sierk, University of Nebraska-Lincoln

“We cannot, especially in this day and age, exaggerate the power of what we take in with our eyes. Our culture is based on this: television news, television shows, and films (Landsman, 2001, p. 25).” Media is becoming increasingly central to our collective culture as a society; therefore, it is vital that media consumers possess the skills to critically examine it as a source of potential stereotypes and misconceptions. According to Kellner and Share (2007), “Critical media literacy involves cultivating skills in analysing media codes and conventions, abilities to criticize stereotypes, dominant values, and ideologies, and competencies to interpret the multiple meanings and messages generated by media texts (p. 372).” Critical media literacy skills allow media consumers to see how they have been, often unknowingly, influenced by covert messages found in various forms of media. Media, as with any form of discourse, represents social actors in a variety of ways (van Leeuwen, 2008). For example, the phrase ‘illegal aliens’ utilizes both genericization (through the use of a mass noun to reference a group of individuals) and appraisement (due to the negative evaluation associated with the term illegal). Similarly, media discourse makes use of rhetorical devices like metaphor, which is “understanding and experiencing one kind of thing in terms of another (Lakoff & Johnson, 1980, p. 5)”, and metonymy, or the profiling or highlighting of certain aspects of an event, action, or person while backgrounding other elements (Hart, 2011). According to Cameron (2008), “metaphors carry not only ideational content but also something of speakers’ attitudes and values in respect of that content (p. 203)”. Therefore, it is vital that media consumers be made aware of these rhetorical techniques, as “it is through discourse that many ideologies are formulated, reinforced and reproduced (van Dijk, 1998, as cited in Paltridge, 2012, p. 194).”

Drawing on the field of critical discourse analysis, this workshop presents some of the teaching methods I use while teaching multicultural education at a public university in a Midwestern, New Latino Diaspora state (Nebraska). The workshop will open with the question, ‘To what extent do you think that the media reflects hidden or implicit values about Latinos?’ After discussing this question, participants will be introduced to the aforementioned rhetorical features before being given the opportunity to apply this new knowledge. The interactive activities featured in this workshop will provide participants with useful tools and ideas for how they might include critical media literacy skills in their particular discipline. Participants will critically examine various media examples (including corpus examples from Santa Ana, 1999, 2013), looking for how social actors are represented, and how metaphors and metonymy are used to influence media consumers’ views of Latinos. The workshop will conclude with a collective brainstorm of how to impact change. As Solomon, Portelli, Daniel, and Campbell (2005) assert, “In the same way that the media has been historically employed in creating normalizing practices, it can also be employed in the deconstruction of those practices (p. 165).” Aware of the media’s influence, we can change the narrative.

Making Space for Sociocultural Literacies in Programmatic Family Literacy: The Experiences of Latina Mothers

Jennifer Stacy, University of Nebraska-Lincoln

Latino families have been a focus in the field of family literacy since its inception. Stemming from the studies of grassroots family literacy learning (see Concha Delgado Gaitan and Luis Moll). Educational researchers, particularly in the fields of anthropology and literacy, have followed the development of family literacy from its organic origins of home and community into institutionalized settings. Philanthropic and legislative initiatives of the 1990s played key roles in institutionalizing the concept of family literacy. Researchers and educators have struggled since to depict and critique the gap between the sociocultural literacies of families and those recognized and taught in programmatic settings, resulting in a need for more anthropological research to be conducted in current institutionalized family literacy programs.

This ethnographic study looks at how Latina mothers contribute to and interact with the cultural space of a school-sponsored family literacy program that serves newcomer and refugee families learning English in Chesterfield*, Nebraska (*pseudonym). Particularly, it looks at how Latina mothers are perceived by the administrators and teachers of the program, how those perceptions are enacted in the form of literacy teaching and learning, and how the mothers respond. Findings show that Latina mothers' expectations and motivations for attending the program often differed from those of the administrators and teachers. Perhaps because of the school setting of the program, English language and literacy teaching took on elementary characteristics and was patronizing at times; also, it did not always match the mothers' goals or interests. However, within the family literacy classroom mothers often invoked various literacies that were different than those being taught and valued. A closer look at these sociocultural literacies reveals that making space for these moments could aid in re-conceptualizing school-based family literacy as a space that reflects families' purposes for learning and that helps multigenerational learners to achieve their goals. Programs that are responsive to sociocultural literacies have the potential to strengthen the education of a school and community by advancing the education of learners of all ages. This study sheds light on how Latina mothers performed literacies in family literacy in order to attain some of their goals. It also prompts institutions to reconsider their perceptions of newcomer families and their literacy learning expectations in order to better support and foster multigenerational leadership within their school communities.

Improving the Health of Hispanic Families with an Extension Community-Based Curriculum “Abriendo Caminos”

Margarita Teran-Garcia, University of Illinois at Urbana-Champaign

Angela R. Wiley, University of Illinois Extension

The obesity burden is particularly elevated in Hispanics and other minority groups. Hispanics represent the largest minority group (~17%) in the US and the fastest growing ethnic group. Several factors contribute to the burden of obesity in this population, including: low literacy rates, low household-income, and high prevalence of diabetes, dislipidemia and hypertension.

There is an urgent need to implement culturally-sensitive lifestyle interventions and educational programs to decrease the burden of obesity and obesity-related metabolic diseases in Hispanic populations. Although around 51% of US-born Hispanics speak English as their primary language, language-based limitations may constrain Hispanics' engagement with community or institutional support on health care-related issues, such as school-based childhood obesity prevention programs. Community-Based Participatory Programs (CBPP) tailored to culture, literacy, and age/life-stage, are more likely to be effective in changing behaviors and improving long-term wellness. However, this population is difficult to reach, particularly in non-metropolitan communities. A promising approach to reducing obesity risk in Hispanic families is to implement a community-based program targeted at whole families to encourage

healthy eating, incorporating elements of traditional Hispanic dietary patterns, collective/family mealtimes, and physical activity, partnering with on-going programs such as Extension or community agencies. CBPP feature materials that can be implemented “out of the box,” with minimal training and support and require a limited investment of additional funds.

The **overall objective** of this program is to *implement, adapt, and evaluate* the effectiveness of a community workshop-based curriculum to prevent childhood obesity and promote healthy nutrition and life-style behaviors among low income, low literacy Hispanic-heritage families in five different locations (California, Connecticut, Illinois, Puerto Rico, and Texas). This recently-funded USDA project will address knowledge gaps and barriers for successful implementation of childhood obesity prevention programs in Hispanics. Objectives include:

- **Research** 1) Identify prevailing factors influencing effective interventions on Hispanic children’s unhealthy weight gain; 2) Adapt (culturally/regionally) and implement the proven “Abriendo Caminos” curricula to prevent childhood overweight/obesity.
- **Education** objectives are to: 1) Increase recruitment and retention of underrepresented minorities; 2) Offer experiential learning opportunity, practicum experience, and exchanges for students and faculty in multidisciplinary research; 3) Strengthen and increase the number of culturally-sensitive undergraduate and graduate students and professionals in nutrition and health-related areas.
- **Extension** objectives are to: 1) Refine and develop low-cost and readily implementable educational materials that will be made freely available across the country for use by community educators; 2) Train extension educators, community agency staff, and college-students as facilitators to deliver the curriculum; and 3) Test the implementation of alternative culturally-appropriate instructional methodologies.

Potential impact and expected outcomes. This project will result in an effective, low-cost obesity prevention intervention (available in Spanish and English) that can be disseminated by Extension educators and community agency staff in other locations across the US.

Wrap-Around Maternal Mental Health Programming for Latinas

Maria Torres, Sarah Caldera Wimmer, and Anne Farina, Kingdom House

Apoyo y Cariño: Wrap-around Maternal Mental Health Services for Latinas was a three year project that served Latina mothers who were pregnant or within two years of the birth of their last child. Each mother created her own path to wellness based upon her own needs and strengths that may have included the following services: care coordination (including internal referrals such as daycare and financial stability or outside referrals such as psychiatric services), individual psychotherapy, support group, emergency assistance (food pantry/diapers), and adult education classes (including ESOL and GED). During the screening and assessment, we utilized the following tools and instruments in Spanish versions: Edinburg Depression Rating Scale, PRAMS and PRAMS Mental Health, Perceived Stress Scale, Burns Anxiety Checklist, Burns Depression Inventory, Trauma/Life Events Checklist, Childhood Adverse Events Checklist, PCL-C (Post Traumatic Stress Disorder Checklist-Civilians), and a Financial Assessment. During this workshop, we will present data from our initial and follow-up assessments and share the curriculum that we developed to use during the weekly support groups.

Preliminary Findings on Individual and Contextual Factors Explaining Latino Entrepreneurship in Rural Communities of the Midwest

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This study examines and presents preliminary findings on the likelihood of Latino immigrants becoming entrepreneurs in three rural communities in the Midwest. The sustainable livelihoods strategies

framework and the human ecology model frame the analysis of entrepreneurship, where both the Latino immigrant strategy depends on capitals as well as the context and opportunities created by settling in a new community. The effect of migration patterns and length of stay, perceptions and experience in the context of the settling community (context of reception indexes) and the agency of individuals in acculturating, and the capitals (social, human, cultural and economic) of Latinos are factors analyzed in becoming entrepreneurs. The data was collected through a household questionnaire, applied to a sample of 460 Latino households, located in three Midwestern communities selected to represent a diversity of economic pull factors, and analyzed to determine the likelihood of becoming an entrepreneur as a function of the different capitals, the context of reception or community climate, and the strategies used by Latinos.

Latino Civic Engagement

Daniel Vélez Ortiz, Julian Samora Research Institute

Civic engagement encapsulates an array of activities that have some purpose or benefit. These activities can range from family interaction to neighborhood organizing and even activities at the societal level. It is through civic engagement that the public can impact the health, education, employment, and many other outcomes that are crucial to partake in opportunities and services. For Latinos, civic engagement is an increasingly important topic due to the demographic shifts underway in the United States. Recent U.S. Census projections show that the United States foreign-born population, while currently about 12 percent, is projected to approach 20 percent by 2050. Upon migration, Latino immigrants experience isolation and discrimination here in the United States, which may influence their expectations about civic participation. Structures of society are such that immigrants or foreign-born Latinos are not integrating despite the demographic changes that are underway. Given these shifts, it is important that Latino immigrants become active participants not only in the economy but in the civic and political spheres of the democracy of which they are now part. In the Midwest, Latinos present a profile of scarce political resources. A study using data from the National Latino Survey showed that about 65% of Latino immigrants are not interested in or are unsure about politics and public affairs. As the process of incorporation is inter-generational, lack of political incorporation can have long-term, negative political and economic consequences. In short, the political and economic incorporation of Latinos presents a major challenge to the future of the state and the nation.

This study analyzed data from the U.S. Census Bureau Current Population Survey (2011) for adults in the State of Michigan. The data collected by this survey ranged across several indicators of civic engagement, such as family interaction, neighborhood involvement, community organizations, political participation, and service. This study revealed that civic engagement for Latino adults in Michigan can be full of challenges and obstacles. These obstacles can include structural factors such as isolation, lack of trust, time and work constraints, low technology use, and low participation in community organizations. Social and psychological factors may include fear of government, literacy, language, cultural values, prejudice, and discrimination. Given the recent negative events, such as immigration raids and anti-immigration protests, it is comprehensible that there is likely distrust of government on the part of Latino adults in Michigan. To actively participate in a democracy, a person or group needs to have motivation, capacity, and means. Motivation is already intrinsic when framed as issues that matter to livelihood and community. With motivation, one can open the door to capacity via outreach initiatives that are focused on seeking practical solutions. The means to achieve active civic engagement for Latinos is in strengthening, connecting, and expanding their networks, so that there can be more discussion and thought into finding solutions to the issues facing our communities.

Understanding Immigrant and Refugee Parental Involvement, Attitudes, and Input on an Emergent School-Based Newcomer Center

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Due to the rapid growth of immigrant and refugee populations in the United States, an increasing number of school districts are responsible for providing education to newcomer and ELL students. In order to provide higher quality education to their ELL students, two school districts near St. Louis, Missouri, are partnering to sponsor a Newcomer Center for newly arriving immigrant and refugee students and their families. The Newcomer Center will function as a community resource center, providing services ranging from registration assistance to adult education for immigrant parents, and as a starting location for Level 1 and 2, secondary level, English language learners. Administrators at both schools envision this center providing a wide range of resources, and in the process of developing the center, it has become apparent that parental input would be very useful in understanding which resources would be the most useful, and how to provide those resources. Parents of current and former ELL students in the district are important stakeholders in this project, and should be included throughout the development process of the center. Scholars agree that parental involvement is an important factor in all students' academic achievement as well as non-academic benefits, regardless of ethnic or cultural background. Additionally, parents' perception of how the school values them and their children is the most consistently robust predictor of parents' involvement. Although school professionals and family members recognize the importance of parental involvement, they often disagree about what parental involvement should look like. For the purposes of the current study, parental involvement will be generally defined as "the parents' or caregivers' investment in the education of their children," because having a broad definition of parental involvement allows for flexibility in the range of activities that constitute as such, regardless of preconceived definitions held by school professionals. Participants of the current study will include parents of current and former ELL students in the district. They will be asked to complete a survey asking about demographic information and their immigration history, parental involvement, perceptions of the school climate, and their level of acculturation. Survey participants will be asked to participate in follow up focus groups that will serve as a needs assessment for the emergent newcomer center.

Transfer Student BRIDGE Program: Guiding Community College Graduates into a Successful Post-Secondary Career

Zelia Wiley, Anita Dille, and Anna Armstrong, Kansas State University

Transfer Student BRIDGE (Building Relationships to Internships and Diverse Group Experiences) is a program designed to aid transfer students in the transition to a four year university. The program provides the students with research opportunities and mentoring along with some financial assistance. The students get to present their research findings at a symposium at the conclusion of the semester. We have successfully matriculated 10 students from community colleges with high populations of multicultural students, with the intentions of increasing that number. The 10 students have stated how this program gave them the confidence and connections to build a strong post-secondary career. Through survey methods we are able to determine that the 10 students were successful in Transfer Student BRIDGE. Most have continued their research and stayed in contact with their mentors after the end of the Transfer Student BRIDGE program. We have retained all students that participated in Transfer Student BRIDGE at Kansas State University. There are no graduation statistics currently since no Transfer Student BRIDGE class has graduated from Kansas State. That data will be collected starting spring 2015. This presentation will share the findings thus far.